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A Manual of Pedagogics. By DANIEL PUTNAM, A. M., with an Introduction by RICHARD G. BOONE, A. M., Ph. D. Silver, Burdett & Co., Boston.

This manual contains the substance of the instruction given at the present time in the Michigan State Normal School upon the general application of psychology to the science and art of teaching. While this work covers the usual territory appertaining to such a manual successfully, it has certain special points of interest worthy of mention. These are all really summed up in the statement that it is written from the latest modern standpoint. In consequence of this we find many definitions revised in accordance with the newest thought. There is special recognition of the influence exerted by recent developments in child study and Herbartianism. Chapter thirteen, on the selection and arrangement of studies, is very largely a presentation of Herbartian ideas. Chapters fourteen and fifteen, on the study of the child, give an excellent summary of the aims and methods and some of the results of present activities in that line. The author's treatment of concentration accepts entirely the view of the "Illinois school." "The doctrine of concentration is in substance that some one study should be selected as the core or centre of all instruction, and that other branches of study should be subordinated to this central subject—should radiate from it as spokes from the hub of a wheel, or should cling to it as iron filings to a magnet." This is unquestionably the doctrine of concentration as presented by all the Herbartian writers in the United States, but it is an outrage to connect Herbart's name with it. He never perpetrated any such freak. On this point our author well says: "Under exceptionally favorable conditions it may be practicable to arrange the curriculum for a small school by concentrating all the studies around some single, central core, but for the present at least this plan cannot be adopted in the ordinary schools. No single subject can be found around which all other subjects of instruction will naturally group themselves into a position of subordination." Each chapter closes with a brief bibliography. It is the easiest thing in the world to make a bibliography, and perhaps the hardest thing to make one good for anything. What makes a bibliography good or bad is not so much the books included as those that are left out. In this work the proper books for exclusion are, with possibly a single exception, left out.